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ABSTRACT

This report identifies seven areas of professional competence that the successful principal of the future must assume. They are (1) teacher and director of the educational program, (2) coordinator of guidance and special education services, (3) member of the district and school staff, (4) link between community and the school, (5) administrator of personnel, (6) member of the profession of educational administration, and (7) director of support management. For each area, specific suggestions are provided for developing a criterion, instruments for use in data collection and evaluation, and procedures for implementing a program of self-evaluation preliminary to reorientation and retraining. (JF)

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GUIDELINES FOR EVALUATION:

THE SCHOOL PRINCIPALSHIP --

SEVEN AREAS OF COMPETENCE

KEYS to objective observation of the principal's activities offering opportunities for:

- self-evaluation
- enlightened adjustment to the demands of the principal's changing role
- improved personal performance and institutional productivity
- furthering professional recognition and respect for the school principalship
- enhancing the profession of education

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Illustrations by Frances J. Paddock

Introduction

At the start of the Decade of the 70's, there was little agreement regarding the future role of the school principal. Most observers agree, however, that the typical principal of the present must either change, or be eliminated or replaced.

Some authorities[1] also argue that a positive attitude toward change would hardly sustain today's principals; rather it was indicated that massive in-depth retraining is necessary for those sufficiently capable and astute to receive it. It has also been suggested that many of today's school principals are probably incapable of undergoing the necessary reorientation and advanced education. Such a statement was only lightly challenged by participants in an important conference,[2] including a number of active and former principals, as well as a number of recognized authorities. However, it was recognized that many of today's principals did, indeed, possess those qualities of enlightened leadership probably required for future productive professional success.

It is therefore suggested that concerned principals and related groups move without undue delay to identify the areas of professional competence that the successful principal of the future must assume. Then describe and carefully analyze those areas, taking care to

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[1] See: Proceedings: "Whither the Principalship and Preparation Therefor," 20th Annual UCEA Career Development Seminar. Co-sponsored by the University Council on Educational Administration and the Department of Educational Administration, University of Texas. Austin: May 1970.

[2] Ibid

ensure that the "criterion" or "definition" is stated in objective, behavioral terms. Thereafter, it would be feasible to develop procedures for collecting and evaluating data related to the sub-sections listed under each area of competence.

Specific suggestions for developing (1) a criterion, (2) instruments for use in data collection and evaluation, and (3) procedures for implementing a program of self-evaluation, preliminary to reorientation and retraining, are offered in the following pages, including a suggested workshop plan.

It should be clearly noted that no claim is made here for having presented "the" answer to the problems faced by today's (or tomorrow's) principals. However, what is offered constitutes a practical, comprehensive frame of reference that individuals and groups can utilize to enhance communication regarding the total role of the principal. Specific suggestions are also offered for developing instruments and procedures leading to objective self-appraisal of performance in terms of specifically explained areas of competence.

Finally, there remains the important decision which only the individual principal himself can make: how to "weight" each area of competence in terms of allocating his time, energy and expertise. The relative vacuum of concern in coming to grips with this important decision is, perhaps, the Achilles heel of the principalship.

No less an authority than Dr. Lucien Kinney, Professor Emeritus at Stanford University, has stated, "The Principal had better learn

to delegate everything except policy to others and then get on with the business of improving the educational program."

The reader may or may not agree but the future of the school principalship may well depend on the nature of the concensus reached with regard to this pressing decision.

Suggestions for Using The Document

1. Teachers might well profit through study of the Guidelines For Evaluation: The School Principalship--Seven Areas of Competence in order to test their personal perceptions of the "whole principal." Also, formal and informal faculty meetings could be enriched through group discussion of the "Seven Areas of Competence."

   For the most stimulating and productive results, however, group members should prepare by carefully pre-reading sections (areas of competence) scheduled for discussion. A group might review one or two (of the seven) areas of competence at a single meeting. However, a series of discussions is advised and responsibility for group roles might be rotated among staff members. The principal might well serve as a resource person, rather than as the discussion leader.

2. School Administrators--Including Superintendents, Principals, Consultants and other Specialized School Personnel may utilize these guidelines for assessing their respective roles. The definition of the principal's areas of competence uniquely provides a much-needed common frame of reference regarding the total role of the professional principal, stated in behavioral terms that can be understood by those representing all levels of education and degrees of responsibility. Administrators and consultants can thus assess their own effectiveness in terms of the

degree to which they actually perform in all (seven) areas. Above all, lines of communication can be enhanced when all parties share a common perceptual frame of reference regarding the principal's total professional function. Although Guidelines. . . was carefully developed as a comprehensive definition, it is uniquely adaptable to local values, conditions and mores. It is, in short, a foundation upon which to build a better program of institutional leadership designed to meet the changing demands of education and the needs of youth.

3. School Board Members may find these guidelines most informative and helpful in developing a common definition of the role of the productive administrator. Every past and present school board member has experienced the frustration that accompanies faculty communication with the school community. A study of this definition of principalship competence will help to open lines of communication which have become clogged or closed due to semantic differences in expression, and/or differing frames of reference (perception) held by individuals and groups. Like it or not, it is still true that "as the principal goes, so goes the school."

4. Community Groups actively interested in helping their local schools to improve can use Guidelines . . . as a basis for enlightened, responsible and constructive discussion.

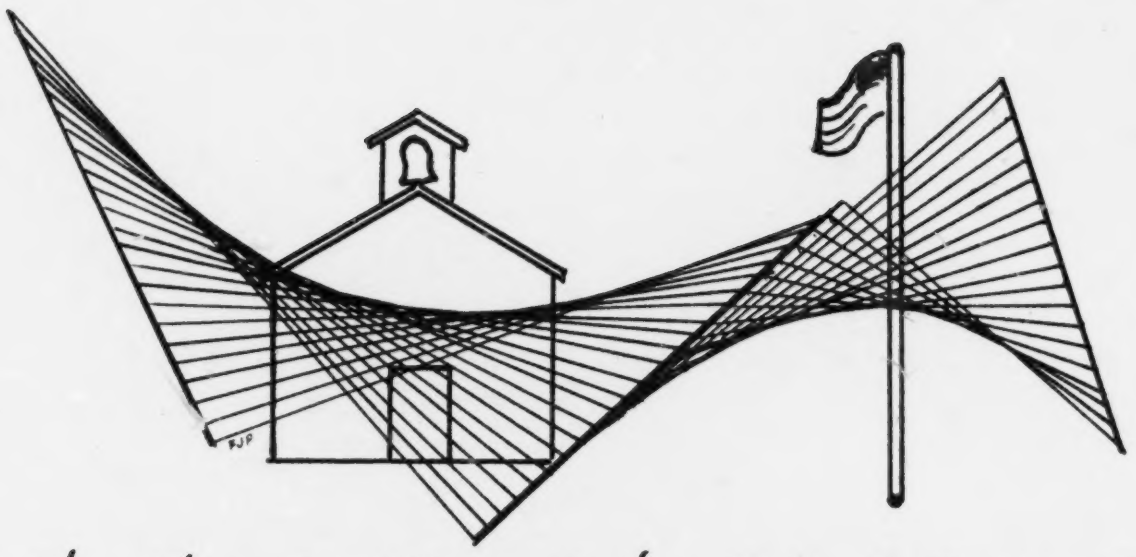
5. Parents and Other School Patrons will find The School Principalship--Seven Areas of Competence to be a comprehensive, yet

concise, statement that will help them to better comprehend and understand the total task of the principal and the functions of the school he serves.

Also of importance to the individual parent, perhaps, is the use of the document as a basis for communication with the school about his own child. Rewarding ideas await the parent seeking suggestions for enriching his child's total learning environment whether in the school, the community or the home. Understanding what the competent principal does will open new channels to positive discussion.

6. Teacher Education Institutions.

Guidelines For Evaluation of The School Principalship--Seven Areas of Competence was developed as a viable definition of the principal's total role. It is a behavioral definition of the "whole" principal stated in terms of the areas of competence to be assumed by the professional administrator as he continues to grow. Student teachers, teachers in service, and administrative trainees might well profit from creative exposure to a definition of the "whole principal," just as they have been exposed to the concept of the "whole child." Unfortunately, many teachers enter the profession almost completely ignorant of the nature and scope of the administrator's complex task.



The Changing Role of the School Principal

THE CHANGING ROLE OF THE SCHOOL PRINCIPAL

There is often notable lack of agreement among principals, teachers serving on their respective faculties, and non-educators regarding the characteristics of the effective principal.[3] A study made by Reed L. Buffington and Leland Medsker that involved principals, teachers and parents from each of thirty schools[4] prompted the following report:

> "The teachers viewed the principal's most important job as that of providing leadership for teachers. The parents placed major emphasis on the principal and responsibility to develop effective relationships with

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[3] John K. Hemphill, Daniel Griffiths, and Norman Fredericksen. Administrative Performance and Personality. New York: Bureau of Publications, Teachers College, Columbia University, 1962, p. 339.

[4] "Teachers and Parents Describe the Effective Principal's Behavior," Administrator's Notebook, IV (September, 1955), 1-4,-- as reported by Wm. W. Savage. Interpersonal and Group Relations in Educational Administration. Glenview, Illinois: Scott Foresman and Co. 1968, p. 136.

parents' groups and the community. The teachers viewed such relationships as important but ranked them third in importance among the principal's responsibilities. Both the parents and the teachers ranked the principal's work with, and service to, children as second in importance among his responsibilities, but the elements of such work and service were stated somewhat differently by the two groups. The parents made little reference to the principal's relationships with teachers, and neither group said anything about his relationships with the superintendent. And, finally, neither group placed any emphasis on the principal's responsibilities in the supervision of instruction or in curriculum development."[5]

There is little doubt that much of the frustration and conflict to be found in the schools is due in large measure to variances in role expectations which individuals hold for themselves and for persons who occupy either different or like positions.[6]

A principal will view his own behavior in terms of the expectations he personally holds for his position. The probability that he may be the only person who holds such expectations may or may not deny the importance to the principal of having what he does and why he does it accurately perceived and accepted by those around

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[5] Loc. cit.

[6] Ibid, pp. 120-153.

him. Nor does the phenomena of individual perception render hopeless any effort to explore the principalship in search of basic areas of competence (roles) which can be universally understood and supported.

The school principalship, already complex, is today undergoing a period of change largely due to forces at work. Perhaps never before has there been so much concern regarding the major role(s) of the principal, and never has the need for basic agreement been greater--if the principalship is to serve an important professional function, with the principal in a key leadership role. The time is late.

Origins of the Seven Areas of Competence

In 1967, the administrators of Madison School District, Phoenix, Arizona, entered into an arrangement with the author for the purpose of developing a program for the evaluation of the principal's competence. The resulting publication, Madison Administrative Growth Program through Self-Evaluation (MAPS) presented a definition of selected areas of professional competence identified with the school principalship, together with an instrument for measuring levels of competence. Procedures for implementing a program of evaluation, using the materials thus developed, were devised. Self-evaluation was emphasized.

The instrument was deliberately designed to serve as a counterpart of the "Instrument for the Observation of Teaching Activities"

(IOTA) originally developed for use in improving instruction through the evaluation of teaching activities in the public schools.

The IOTA document rests on the "California definition" of teacher competence titled, Six Areas of Teacher Competence (Copyright 1964).[7] Consequently, the initial task of the MAPS group was the development of a comprehensive definition of competence for the principalship. Seven areas of competence were identified, followed by written area descriptions and analyses. All resulting materials were later revised by an editorial committee composed of a number of the original developers, the project consultant, plus other members of the school district's faculty and administrative staff. The program of evaluating the principal's competence was first implemented during the 1968-69 school year. As a result of the experience thus achieved, the Madison materials, including the definition of competence and the evaluative instrument, were again revised.

In August, 1968, the administrators of the Mesa Elementary School District, Mesa, Arizona, entered into a similar agreement with the author for the purpose of developing their own program for evaluating the principal's competence. This 25-member group* generally followed a schedule of activities similar to the Madison

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[7] A complete revision, The Teacher in Society: Six Areas of Teacher Competence, was published in 1970 by the National IOTA Council. The author is one of seven members serving on the Council.

*Including two women principals.

project's. However, the Mesa group probably benefitted from the experience derived by the consultant in the course of working on the MAPS program.

The remarkable similarity of the areas of competence in the principalship developed separately by the Madison and Mesa groups prompted the author to look further into this important matter. Members of a graduate seminar (EA 577 - The Elementary Principalship) at Arizona State University were challenged to identify and "spell out" the roles of the principal. Similar activities in schools in other states were studied and compared, as were the contents of numerous articles and textbooks on educational administration and supervision.

As a result of these activities the author concluded that it would not only be possible to identify, describe and analyze the areas of professional competence pertaining to the principalship, it would be feasible as well.

Acknowledgement is due the California Teachers Association, and especially Dr. Lucien B. Kinney, Professor Emeritus at Stanford University, who has diligently and expertly labored for many years to bring objective frames of reference to the field of research in education. The California definition, Six Areas of Teacher Competence, to which Dr. Kinney contributed extensively, has been recognized by the National Education Association as an acceptable definition of teaching.

Some Basic Assumptions to Consider

As administrators, teachers and school board members approach their responsibilities, they are encouraged to consider several assumptions which may facilitate greater productivity in their work. A few of these assumptions are:

1. Anyone who is called upon to accept a responsibility related to education--teaching, administration, supervision, school board membership--has the right (and the responsibility) to understand thoroughly just what is expected of him in the fulfillment of the total task.
2. The total responsibility and function of the school administrator, however complex it may appear to be, must be related to (a) the goals of education, and (b) the needs of the students.
3. It is possible and desirable to define areas of professional administrative competence in terms of what the competent school principal does, notwithstanding the relative importance of "characteristics," "character," "personality," and the like.
4. If the competence of a principal is to be improved, it can only result from a voluntary change in his behavior.

The need for a definition of the comprehensive role of the school principal that deals primarily with areas of professional excellence has long been recognized in all sectors of education.

Thousands of articles and textbooks have been written which were intended, at least in part to meet the need.

Guidelines for Evaluation: The School Principalship--Seven Areas of Competence is the result of deliberate and concentrated effort to develop a definition (or criterion) of professional competence that does not emphasize the principal as a person. Instead, the emphasis is placed on what he does and how competently he does it.

Many persons, including teachers and administrators, have tended to view school administration as a function--albeit an important one--largely limited to activities that take place when the principal is "on the job" or "in the building." This booklet presents a larger, more comprehensive view of the school principalship in terms of the "areas" that the competent principal assumes.

The reader is urged to study carefully each area definition, together with the respective related area analysis also provided. When all areas of competence have been studied carefully, the total definition becomes a framework--with basic guidelines--for helping the principal to begin a personal program of analysis and self-evaluation. And evaluation is, perhaps, the one most important factor that must be present before any improvement is possible.

It would be unrealistic, however desirable, to expect that principals would or could be equally competent in all areas. Even the recipient of a bona fide administrative credential from a state department of education or institution of higher learning is certified

only as being ready to <u>begin</u> the practice of professional school administration. Because of the diversity of aptitudes, experiences and educational backgrounds among principals, it is to be expected that progress in the development of competence in all areas will be uneven, and different individuals will not develop at the same rate in any of the areas. Although maximum competence in all areas would be most unlikely, a reasonable ultimate expectation for the individual principal would be at least average, hopefully above-average, competence in all areas, with outstanding strength in some of them.

It is therefore suggested that the contents of this document be carefully studied and discussed in depth by groups of persons having an interest in, or responsibility for, competent professional leadership in their schools.

It is hoped that the definition will provide a workable basis for communication and understanding and, when modified to meet local needs, facilitate the pursuit of excellence in the school principalship in order that it may become a more dynamic, productive, and exciting activity in the life of the profession of educational administration and the institutions served by it.

Points to Keep in Mind

Probably one of the greatest needs in the field of education is a definition of the principal's role that is both adequate to meet the pressures and demands of the times, and viable in terms of uni-

versal acceptance and understanding. While many job descriptions have been developed in local situations, these have frequently taken the form of lists of duties and responsibilities with only limited concern for the larger areas of competence under which these could and should be subsumed.

Consequently, many school principals operate from day to day on a wide variety of assumptions. Sometimes they resort to practices calculated to meet their responsibilities, prescribed or not, without carefully determining whether or not these are consistent with accepted theory. It might be enlightening if one could only discover the number of principals who would be willing to confess to a lack of clear understanding of the larger goals and specific objectives inherent in the principalship in an era of swift and dramatic change.

One of the major purposes of this document will be well served if the principal's function is defined more adequately and the nature and scope of his work is brought into sharper focus. Principals, not unlike teachers, will be able to develop clearly defined goals toward which to work in improving their competence only if they are provided with functional definitions of their roles. Determining how best to fulfill them then becomes a professional matter.

The definition of the principalship provided in this document results from an attempt to analyze the principal's areas of competence in behavioral terms. In the process specific behaviors were organized under the sub-roles.

The reader is cautioned to clearly keep in mind a number of additional points:

1. The definition makes no attempt to deal directly with the curriculum of the schools, nor does it purport to treat with acclaim or disdain any person's philosophy of educational administration. Whatever his values or views, the principal will be most productive when he competently assumes all the areas contained in the definition. What the principal does and how he does it are inseparable, both being critical aspects affecting degrees of excellence in the principalship.
2. Every principal is required by inexorable social and institutional change to study continually in those fields of knowledge that relate directly with his work. Among these disciplines are psychology, sociology, philosophy, history, legal aspects and educational methodology. An uninformed principal might be "effective" with people, but he can never achieve excellence as a professional educator.
3. The definition is not meant to be rigid and inflexible; it is subject to modification for the purposes of adaptation to local school and community conditions. The areas of competence, as described and analyzed herein, represent a careful reconciliation of findings derived from the literature with the results of serious thinking by a

large number of experienced educators. Nevertheless the definition is--and will continually remain--open to further discussion, exploration and investigation. In other words, it is intended that the definition should be examined critically and revised as developments occur.

4. The definition is not intended for use in stressing conformity to a singular pattern of behavior. To be competent the principal--like the truly cultured person--must set his own style. The unique abilities and personalities of principals will determine their approach to their responsibilities. The definition, through seeking to describe basic factors that contribute to the principal's competence, purposely encouraged a kind of "unity within diversity." Most observers would probably agree that the latter is observable among truly competent principals.
5. The separate areas of competence comprising the definition are not intended to be viewed as wholly discrete functions. They have been separated so that the reader may more conveniently subject them to study and consideration, one at a time. Principals themselves will readily discern how, and what points, the areas overlap and complement one another.
6. The definition seeks to encompass not only the "in the school" or "on the job" performance of the principal, but also his broader responsibilities as a member of his pro-

fession and as a leader in the total community in which he lives. The principal's work does not end at any point in time, or with the achievement of a series of prescribed goals. His relationship with teachers, students, staff members, parents, patrons and citizens at large is a continuous process. How well he is able to "orchestrate" the resources available in order to meet the diverse needs of youth and the changing demands of education will be a measure of his competence.

Study of the definition should provide all interested persons with a greater awareness of the range and complexity of the principal's role when viewed conceptually. It should also help to develop a greater appreciation for the multiplicity of major responsibilities that the competent principal must carry. Finally, the individual principal should become increasingly aware of his own potential for growth in each area of competence while he establishes new priorities for allocating his time, energies, and expertise.

Examining the Competent Principal

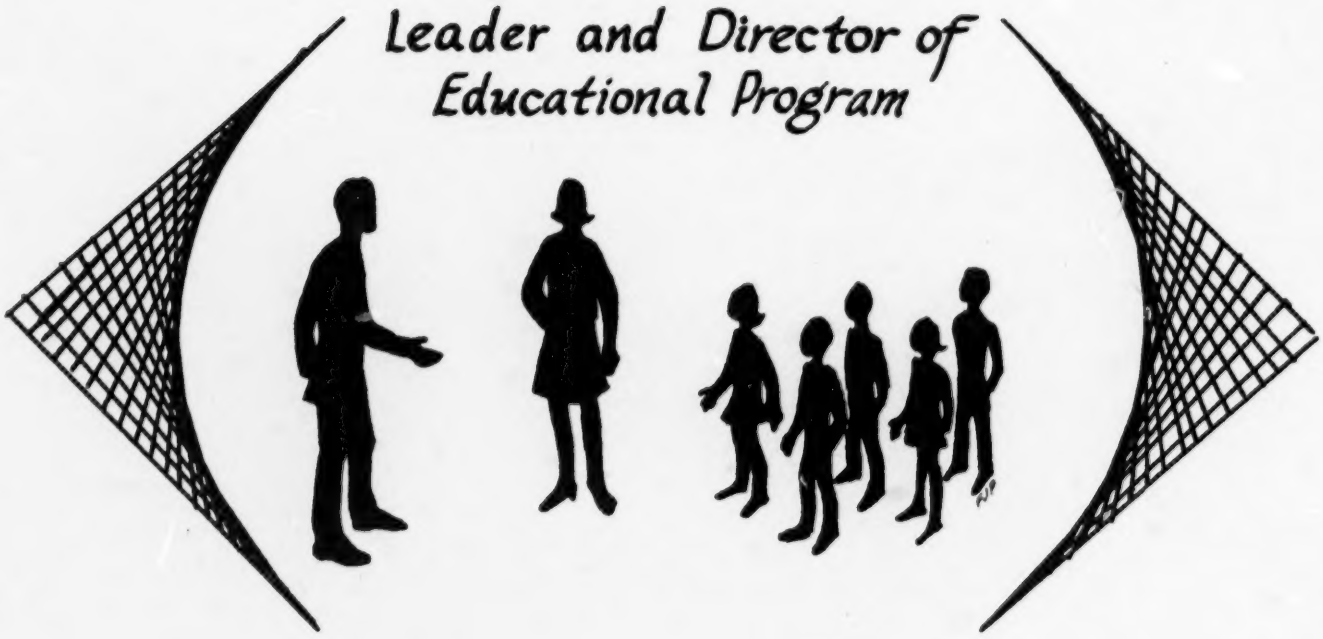
The productive principal demonstrates competence within seven comprehensive areas. As a (1) director of the educational program he employs his leadership skills to enhance learning opportunities and promotes the growth of students. In (2) coordinating the program of guidance and special services he facilitates the addition of a variety of rich dimensions to further enhance the opportunities

for "normal" and "exceptional" students alike. As a (3) member of the district and school staff he expounds his own productive team membership while moving in and out of leader and group-member roles. As a (4) link between the community and the school he labors to secure understanding, acceptance and support, internally and externally, for the total school program, while encouraging community participation in a continuing search for ways to improve the curriculum. As an (5) administrator of personnel he participates in the selection of faculty and staff personnel and then works with them to the end that they may realize their full potential. As a (6) member of the profession he demonstrates his appreciation of the social importance of his profession by carefully providing for his own professional growth, while contributing to his profession through its organizations--and by his own exemplary behavior. And, finally, as a (7) director of support management he recognizes that the only viable "business" of the school is the education of human beings. Therefore he strives to get on with the business of improving instruction while he delegates many other responsibilities to those who can usually do them better and more economically. In other words, he carefully "weights" the expenditure of his time, energy and professional expertise among the seven areas of competence; he does not work on the basis of expediency as does the principal who waits for problems to come to him. Instead, his time, being valuable, is carefully planned and allocated.

The seven areas should be critically examined with the aid of

descriptive sections which accompany the text. Major points of emphasis are outlined, and selected study questions are provided for use by individuals and groups.

THE SCHOOL PRINCIPALSHIP



AREA DESCRIPTIONS AND ANALYSES

Area I: Leader and Director of the Educational Program

Providing leadership and giving cohesive direction to the educational program of the school is a basic function of the principal. Expertness in this role requires that the principal attain high degrees of competence in a number of complementary areas of concern, including:

* Understanding learning principles and human growth and utilizing this knowledge to motivate staff and students' learning.

  He understands behavioral changes in people are the result of changes in their perceptions, values, understandings, insights, habits, and skills. Through a program of study, he continues to acquire knowledge concerning individual uniqueness.

* The ability to provide appropriate programs of faculty orien-

tation and other inservice activities.

The principal communicates and clarifies the educational expectations of the school and the structure of the curriculum. However, he encourages individual and group contributions and sharing in decisions. He clearly understands and accepts the premise that a faculty that moves in a shared direction toward commonly accepted goals will be high in morale and productivity.

* Providing systematic and effective supervision to improve instruction.

He accepts staff members as individuals who are wonderfully and uniquely different. In so doing he provides supervisory services, including encouraging cooperative activities with district consultants, as well as other teachers and resource personnel. He encourages innovative teaching activities and new classroom procedures, and helps teachers to relate such changes to the established objectives of the curriculum.

He demonstrates by example that he is, above all, an expert educator in his own right--one who is also a continuing student of his profession.

In other words, he has much to offer as a supervisor of instruction.

* Giving direction to continuing evaluation of the educational program.

He systematically collects and analyzes evidence for use in estimating the extent to which the school is achieving its educational objectives. He understands that some types of learning probably defy measurement at this time, but others do not. He therefore summarizes findings used to measure achievement with equal regard for their values and limitations. He facilitates curricular changes, as indicated, in order to better meet the needs of the students and a dynamic changing society.

* Develops and maintains an "atmosphere" or "climate" which generates a balance of freedom and security in the school.

The "climate" in which teaching and learning activities take place is perhaps as important to educational productivity as are well-selected individual and group learning activities themselves. The competent principal consistently encourages the growth of mutual appreciation and understanding among all members of his school community to the end that responsible, satisfying and productive individual and "team" effort will prevail.

* Facilitates implementation of curricular experiences in accordance with acceptable principles of learning.

He understands that, while learning activities must challenge all students, they should also appeal to each individual's unique needs and aspirations. He believes

that "success" in learning can be--and must be--achieved by one and all.

Analyses of the Seven Areas of Competence

Note: In fulfilling the seven identified areas of competence, the school principal must be cognizant of the specific goals and tasks related to each area. In the detailed area analysis that follows each area description, all the clauses begin with active verbs, the subject of which is always "the principal"--meaning the competent principal. The analyses are intended to provide a comprehensive definition of the principal's work, stated in behavioral terms. The reader is cautioned to remember that the entire definition has been deliverately designed to permit flexibility in emphasis, depending on the local demands placed on the principalship and the present orientation of its occupant. However it should be pointed out that while adaptation of the definition is to be encouraged, distortion of the definition, however rationalized, is unacceptable.

Area I: Leader and Director of the Educational Program

1.1 Facilitates staff involvement in program development

1.11 Regularly encourages sharing of leadership responsibilities

1.12 Encourages staff members to share in the decision-making process where appropriate

1.13 Recognizes, accepts and provides for individual differences among staff members

1.14 Demonstrates leadership in helping the staff to organize and work for program improvement

1.15 Regularly assists teachers to review goals and discuss educational objectives for clarification and instructional guidance

1.16 Encourages contributions from entire staff in developing common purposes and working toward their achievement

1.17 Establishes and maintains two-way communication

1.2 Initiates Activities to Improve Instruction

1.21 Assists and encourages development of professional library

1.211 Facilitates sharing of literature and materials

1.22 Coordinates instructional resources, including district staff and other resource personnel

1.23 Promotes activities to identify, analyze and solve instructional problems

1.24 Leads in developing an effective plan of internal organization--vertical and horizontal

1.241 Encourages development of appropriate activities, including methods, procedures and processes

1.25 Works with staff to determine identity of appropriate materials of instruction

1.251 Sees that materials are provided in adequate amounts

1.26 Continually engages in process of objective program appraisal and refinement, and evaluation of teaching activities

1.261 Provides opportunities for staff members to evaluate their teaching activities, using objective data

1.262 Provides support and direction for staff members seeking to improve their skills

1.27 Assigns--or reassigns--staff members for greater instructional effectiveness

1.28 Recognizes, encourages, and assists teachers trying innovative teaching procedures and learning activities

1.3 Facilitates productive cooperation with consultants to improve instruction

1.31 Engages in team planning and teaching with teachers and consultants to provide functionally effective help for groups and individual teachers as well

1.32 Encourages cooperative development of meaningful programs of inservice education

1.321 Accepts the premise that evaluation is probably the indispensible factor that must be present before any progress is possible

1.322 Encourages teachers to ask for assistance

1.323 Consistently encourages teachers to contribute their ideas and skills to program improvement

1.4 Provides continuing programs of staff orientation

1.41 Plans systematic, on-going orientation procedures

1.411 Checks to determine that procedures and/or programs are compatible with district's objectives and procedures

1.42 Personally demonstrates his willingness and ability to assist teachers, particularly those new to the school

1.421 Carries out systematic program of orientation and continuous instructional assistance

1.422 Develops inservice activities aimed at meeting individual teacher needs

1.4221 Understands and utilizes appropriate group processes

1.4222 Assists staff members in the identification and correction of instructional difficulties

1.5 Applies knowledge of human growth and development in planning learning experiences for all students

1.51 Helps teachers to understand and appreciate the uniqueness inherent in each child's pattern of growth--mentally, physically, socially, academically, etc.

1.52 Operates on the basis of a sound and current set of learning principles

1.53 Encourages improved instruction through varying learning activities in accordance with individual needs, aspirations, and measured ability and achievement

Area I: Questions and Problems for Discussion

1. How can the principal find time to care for all his duties and responsibilities?

   Or can he?

   Should he?

   What criteria should he use to establish priorities?

2. In an era of massive and inexorable change, should the principal help the school to exert leadership in social change?

   Or should he help it to follow?

   Why?

   How does he do this?

3. What are educational purposes?

   Why develop them?

   What part, if any, should the principal play?

4. Do faculty purposes grow out of their own learning experiences?

   Or do teachers' purposes, already held, largely determine the nature of their experiences in teaching?

   What significance does this hold for the principal's role in inservice education for the staff?

5. What relationships, if any, exists between evaluation, on the one hand, and policymaking and educational planning on the other?

What implications can be drawn from our conclusions?

6. What is meant by "freedom to teach"?

   How would you explain this to your faculty?

7. What is the difference between power and authority, particularly as these relate (a) to the principalship? (b) to your concept of educational leadership?

8. Up to now how have you evaluated your effectiveness as a principal?

   What criteria have you used?

   What types of evidence have you gathered and used to support your conclusions?

9. How do the principal and the faculty determine the goals they wish to pursue for their school and its students?

   Should they compare their program with those in other schools, or assume that their own situation is unique and therefore has unique or different needs that must be met?

   Or is another method or route more desirable?

   What part, if any should parents and patrons play?

10. In what ways--and to what extent--should members of a faculty determine the nature and content of the school curriculum?

    What is the principal's role here?

11. Teachers are trained professional people. Why is it either necessary or desirable to have special supervisors of consultants in the schools?

    Should parents be involved in educational planning?

Why? How?

Should students be involved in educational planning?

Why? How?

12. Who defends the school when it is attacked by unfriendly forces in the community?

Why? How?

Who supports the school's efforts to develop new or innovative ways to pursue excellence in education?

Why? How?

In either case (above) what does the principal do?

Can he be "effective" when on the defensive?

Explain.

13. The library has been called the "heart" of the school program. What training should the principal acquire and what activities should he encourage in order to enhance the library's function of providing valid support to learning and teaching activities?

14. What are <u>the most important</u> educational services?

Are there other ones that other agencies could or should provide?

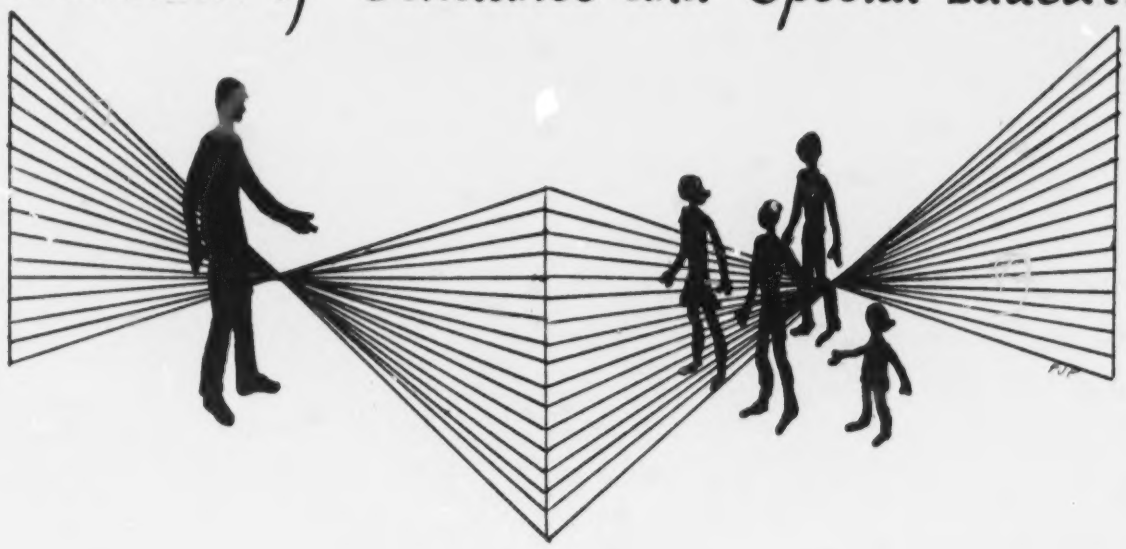
15. Has it ever occurred to you that the public school, as we now know it, may be replaced by another agency?

If so, what factors are causing the schools to be considered by some as being outmoded and slow to reflect or adjust to social change?

What could--or should--the principal do about these things?

16. The principal is held responsible for the entire operation of his school. Under such circumstances, how (why) can he afford to share his duties and responsibilities with others?

Coordinator of Guidance and Special Education.



Area II: Coordinator of Guidance and Special Educational Services

Individualization of instruction has long been a major objective pursued by educators. The competent principal understands that guidance and instruction are largely inseparable. He also understands that--for good or ill--the number one guidance person in the school is probably the classroom teacher.

Because personal adjustment and efficient learning are dependent on many conditions (e.g., the home, neighborhood, physical health and appearance, school environment, self-image, etc.), the expert help of specialists is necessary in order to make the guidance program fully functional.

The coordination of the school's efforts to help the student (and the teacher) reach his potential in productive and satisfying personal adjustment is the responsibility of the principal.

In fulfilling this role, the principal:

* Consistently encourages faculty and staff to help children develop and maintain realistic and positive self-concepts.
* Gives direction to a program for collecting, recording, and

using appropriately data concerning each child.

* Recognizes his own limitations, and the teacher's, as he works to develop a team approach to the guidance program with specialized services personnel.
* Uses his position and his leadership skills to urge continuous improvement of conditions in the community so that higher levels of personal development may be realistically encouraged in the school.

Area II: Coordinator of Guidance and Special Educational Services

2.1 Encourages and assists teachers to help children develop realistic and positive self-concepts

2.11 Promotes activities which provide students with opportunities to become independently self-motivating--and to experience individual "success"

2.2 Uses, and encourages staff to use, diagnostic, remedial and enrichment procedures with ever-increasing competence

2.21 Assists teachers in identifying each student's interests, talents and needs

2.22 Establishes efficient procedures for collecting information about individual student personnel

2.221 Encourages and uses effectively informal procedures including anecdotal records, interviews and conferences, questionnaires and check-lists

2.222 Makes available, and assists in administering and interpreting standardized tests as needed

2.223 Helps teachers to improve their skills in developing and using evaluative instruments and techniques

2.224 Encourages productive teacher communication with the home

2.23 Assists teachers in locating and obtaining appropriate literature and materials in relation to individual and group needs

2.231 Helps staff members to develop and implement instructional activities appropriate to each pupil's level of achievement

2.24 Works with staff to modify curriculum by introducing program changes where warranted

2.3 Cooperatively establishes procedures for developing and maintaining a high level of positive student behavior

2.31 Consults and counsels with teachers, specialized consultant personnel, students and parents concerning factors affecting morale and behavior of individuals and groups

2.32 Assists teachers to establish effective relationships with individual pupils

2.33 Works toward goal of self-discipline for all students

2.34 Encourages teacher-student planning

2.4 Facilitates the development of effective working relationalships between staff and specialized guidance and counseling services

2.41 Emphasizes importance of preventive guidance

2.42 Works closely with staff to identify serious cases of student maladjustment

2.43 Serves as a working member of case-conference council--with teacher(s) and specialized services personnel--to learn how school curriculum might be adjusted to facilitate student success

2.5 Constantly works to equalize educational opportunities for all students

2.51 Uses guidance data in planning curriculum improvement

2.52 Encourages all teachers to accept a major share of the guidance function

2.521 Demonstrates effective guidance techniques with students, parents and school personnel

2.522 Helps teachers to understand and use effective guidance techniques

2.6 Works cooperatively to facilitate district and school guidance program

2.61 Works with other schools and district staff to evaluate and plan guidance program improvement

2.62 Keeps abreast of related research and shares with district and school groups

2.63 Is aware of--and works with--available community resources for diagnosis and remediation of learning difficulties

2.64 Consistently supports a school environment which is conducive to the maintenance and improvement of mental health for all who are touched by it

2.7 Actively seeks parent cooperation in improving school's guidance program

2.71 Develops and implements a systematic program to keep parents informed of needs, problems and progress

2.72 Encourages parent-teacher conferences, and coordinates this program as may be desired or required

2.73 Helps parents and teachers to understand and interpret student personnel data

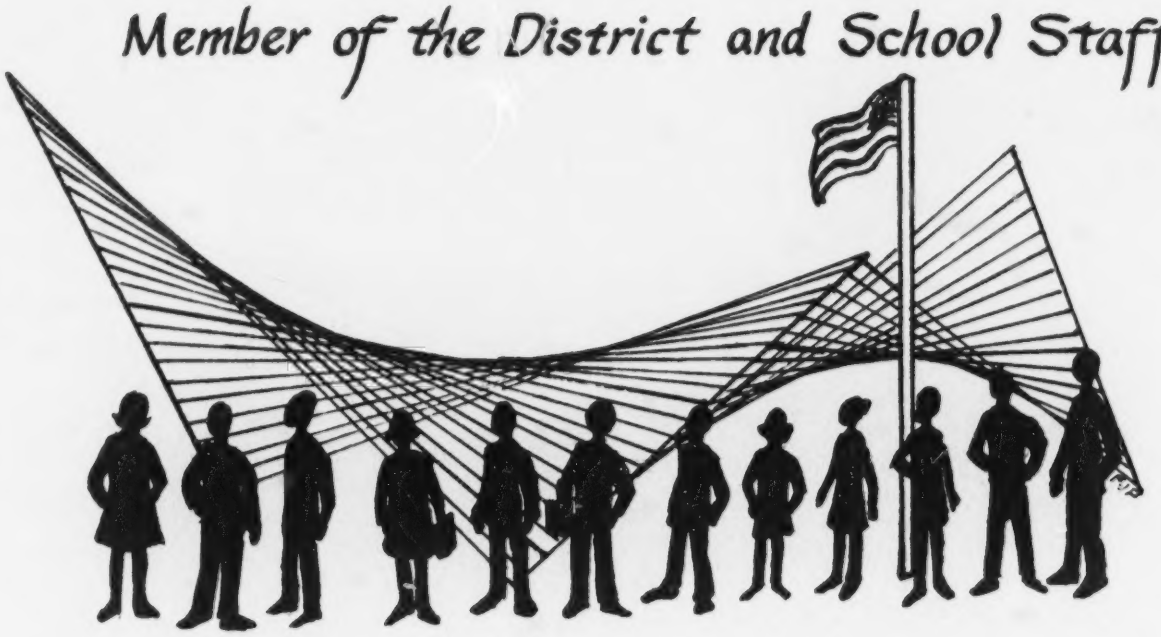
Area II: Questions and Problems for Discussion

1. What are the important educational services?
   What are the unimportant ones including those that other agencies could or should perform?
2. What procedures do you associate with attempts to help children develop realistic and/or positive self concepts?
3. In what ways does the competent principal encourage and facilitate the use of appropriate diagnostic, remedial and enrichment procedures?

4. When curriculum modifications are indicated in order to develop and maintain higher levels of positive student behavior, how does the principal function to achieve them (i.e, what does he do)?
5. What are some basic considerations to be dealt with in the process of establishing an effective guidance program?
6. How does the principal function in order to bring about "equalized" educational opportunities for all students?
7. What part should parents play in the school's guidance program?

   What are the principal's responsibilities in connection with this aspect of the program?

   What action does he take to fulfill these responsibilities?



Area III: Member of the District and School Staff

The principal is responsible for the positive communication and implementation of district policies and procedures. As a member of the administrative team he is a contributing participant in the solution of school district problems. The competent principal does not shirk his leadership responsibilities at the local school or district level, although he frequently serves in a support or resource role at both levels.

The competent principal, in fulfilling this role, will:

* Actively assist the school and district staff in the identification and definition of the major goals and objectives of the school program.

  In addition, he will work cooperatively and continually to search for more effective ways to achieve predetermined goals.

* Work with all staff members in making recommendations regarding district policy--at all times using ethical means and proper channels of communication.

* Give honest interpretation of, and active support to district policies as he accepts his responsibility for communicating these to school personnel, and to parents and patrons in the community.
* Demonstrate his loyalty to the school board and district administration through his contributions to the team effort, including the free exercise of constructive and responsible criticism.
* Cooperate with other district personnel in the collection of data, and its use in evaluating the total district program. He accepts the premise that careful and objective evaluation must precede the making of decisions aimed at program improvement. Evaluation therefore serves a necessary, positive and constructive function in which he is pleased to fully participate.

Area III: Member of the District and School Staff

3.1 Contributes to the definition and clarification of the educational goals and objectives of the school district

3.11 Works with district and local school staff to identify, define and understand goals and objectives

3.12 Assists school staff to interpret educational aims

3.2 Actively cooperates in evaluation of local school and total district programs

3.21 Articulates local school aims and objectives and their relation to district policy and curriculum

3.22 Develops and practices skill in the collection and use of factual data for evaluation purposes

3.23 Offers constructive criticism of educational program on the basis of objective data skillfully obtained and carefully interpreted

3.3 Participates in the development and interpretation of district policies

3.31 Works constructively with district staff in formulating district policy

3.32 Interprets, and facilitates implementation of, district policy when formally adopted

3.321 Interprets district policy to school personnel and to the public

3.33 Clarifies and encourages use of appropriate channels of communication throughout the school and school district

3.4 Accepts full-time membership on the school district's leadership "team"

3.41 Accepts decisions and directions from the central office

3.42 Is loyal to the board of education and central administration

3.43 Knows when (and how) to stand on matters of principle or ethics

3.44 Makes decisions or requests on the basis of fairness

and/or equity between local school needs and district needs and resources

3.5 Provides leadership in the development of a total curriculum and educational policies at all levels

3.51 Works effectively with the public to define school aims

3.52 Articulates classroom aims and objectives with those of school and district

3.53 Effectively interprets school activities and their relationships with stated aims

3.54 Demonstrates familiarity with current curriculum projects and patterns, together with their intended purposes

3.55 Utilizes effective procedures in curriculum building--including evaluation and follow-through

3.551 Provides leadership in the development and support of meaningful inservice education programs

3.552 Works effectively with school and district staff to develop ever-improving techniques and procedures for achieving educational aims of the system while meeting the needs of students

3.553 Makes available relevant educational literature and consultants, and facilitates their use in program appraisal and modification

Area III: Questions and Problems for Discussion

1. Is it possible for a group to plan a program of original group action?

   Or are all group programs the results of compromising a number of individual plans--and therefore really do not reflect the full thinking of the individuals involved?

2. What is the importance of involving staff members in planning and decision making?

   Under what circumstances do specific cases become more important, or relatively less so?

   What does this suggest with reference to the principal's competence?

3. How does the principal go about deciding when others shall share in decisions?

   What happens (or should) when recommended group decisions are perceived by the principal as being inappropriate or less than adequate?

4. If the school as a social institution must be kept "loose" in order to react to changing demands, how can organizational stability be maintained?

5. What is meant by "freedom to teach"?

   How would you explain this to your faculty?

6. In what ways--and to what extent--should members of a faculty determine the nature and content of the school curriculum?

   A high official of the N.E.A. has said that the principal

is no longer the curriculum leader in the school. Is this true?

What is the principal's role here?

7. Teachers are trained professional people. Why is it either necessary or desirable to have special supervisors or consultants in the schools?

Why have parents involved in educational planning?

8. What is expected of the competent principal--in terms of action--in a case where a teacher performs poorly and is willfully uncooperative?

9. What responsibility, if any, does the principal have for the ethical behavior of a teacher?

If he does possess the privilege or obligation of behavioral censorship, does this extend to out-of-school activities or behavior?

10. How does the competent principal arrange to protect the individual teacher (or parent) who harbors a singularly different point of view from that expressed by the majority?

11. Is it desirable, or necessary, that the "loner" be persuaded to go along with the group consensus?

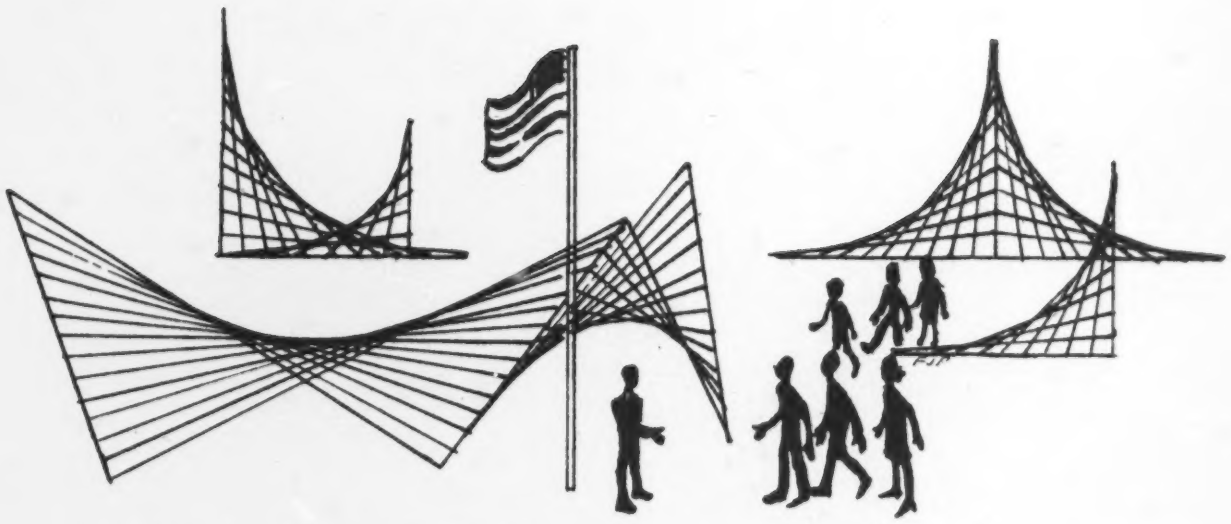
12. It has often been expressed that curriculum development is a continuous process. How does the competent principal act to reassure the teacher who is impatient to implement curriculum findings and yearns for a "stable curriculum"?

13. In an era of increasing teacher militancy, can democratic ad-

ministration function effectively?

Or should other approaches be substituted?

Why? How?



Link Between Community and School

Area IV: Link Between the Community and the School

The principal accepts leadership and liaison roles in participating with school staff and members of the community as they seek understanding and agreement concerning the purposes and achievements of the school. He not only personally enters into the mainstream of the school community, but he seeks to utilize community resources--human and institutional--to provide richer opportunities for students, teachers and community members to share experiences and confront problems and issues.

The principal, in demonstrating competence in this role, will:

* Understand current problems and issues in the community and the prevailing inter- and intra-group points of view.

  He works with skill to reduce conflicts and solve problems that adversely affect the school.

* Communicate effectively with parents, patrons and community groups to secure enlightened understanding and deserved support for the school program.

* Seek opportunities to utilize community resources and per-

sonnel in learning activities and will encourage such activities.

In addition, he will help to discover and promote opportunities for educationally valuable student services to the community.

* Give freely of his time and leadership skills to encourage interest and accuracy in community interpretation of the school program.

Also he will serve as a resource person to secure reliable data and render assistance to community groups actively interested in developing improved educational goals for their children.

Area IV: Link Between the Community and the School

4.1 Leads in community discussion of educational problems and goals

4.11 Serves as active and respected resource to the community, particularly in matters affecting interpretation of the school program

4.12 Encourages appropriate community participation in school activities, including goal development and program evaluation

4.13 Is careful to use reliable resources of information

4.14 Disdains all types of discrimination and works with all socio-economic groups

4.141 Strives to develop inter-group appreciation,

understanding and acceptance

4.2 Knows community groups, organizations and agencies

4.21 Interprets community problems and interests to the school district and staff

4.22 Skillfully analyzes community conflicts and their real or potential effect on the school

4.23 Offers services of the school when feasible and defensible

4.24 Actively participates in community activities

4.25 Initiates opportunities to discuss educational problems and achievements

4.251 Accepts invitations to speak on educational topics within his scope

4.252 Communicates effectively with community groups

4.26 Understands community needs and is receptive to its expressed desires

4.3 Communicates effectively with parents and other school patrons to secure favorable understanding and support for the school and its program

4.31 Keeps parents and public informed of the school's program through bulletins and news media

4.32 Handles grievances and complaints in a positive and appropriate manner, without undue delay

4.33 Practices factual communication with parents and patrons regarding areas of weakness, as well as

strength, in the education program

4.34 Solicits and elicits positive community support and assistance in solving school problems

4.35 Promotes parental visits to school classes and activities; assists parents in the development of their observation skills

4.36 Skillfully coordinates and assists programs of individual and group conferences

4.37 Develops and maintains rapport with the school community

4.4 Utilizes human and material resources of the community to enrich the educational program

4.41 Encourages field study trips to draw on community resources and develop community understanding

4.42 Invites community members to share hobbies, talents, knowledge and experiences with students

4.43 Encourages school involvement in educationally promising community projects

4.44 Obtains and distributes to teachers appropriate educational materials from community sources

4.5 Demonstrates professional leadership in the community

4.51 Regularly gives of his time and energy to service to the community

4.52 Assumes responsibility in connection with school improvement programs, bond issue campaigns and legislative matters

Area IV: Questions and Problems for Discussion

1. How do the principal and the faculty determine the goals they wish to pursue for their school and its students?

   Should they compare their program with those in other schools, or assume that their own situation is unique and therefore has unique or different needs that must be met?

   What part, if any, should parents and patrons play?

2. Society is constantly in the process of reconstruction. What does this suggest for the principal who would be effective in his relationships in his school community?

3. Is the education of a child <u>really</u> enhanced by a partnership of the school, the community, and the home?

   In what ways?

   As the principal, what responsibilities would you assign to the school in this partnership? To the home? To the community?

4. The schools belong to the "people"; but who <u>are</u> the "people"?

   The local school community? Power groups?

   The district? The state? Others?

   Or?

   Why?

5. Who defends the school when it is attacked by unfriendly forces in the community?

   Why?

   Who does not (or should not) defend the school?

Why not?

Who supports the school's efforts to develop new or innovative ways to pursue excellence in education?

Why?

In either case (above) what does the principal do?

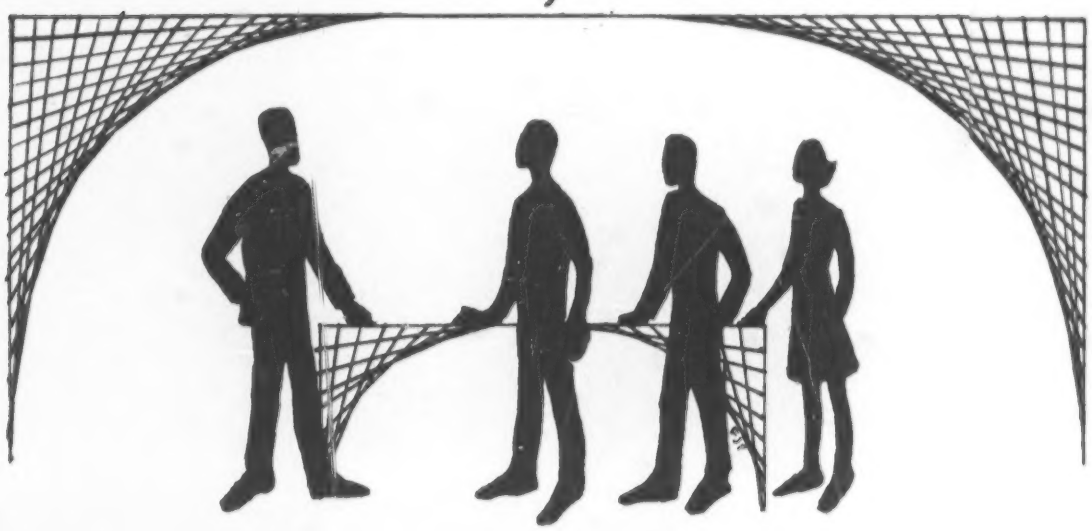
Can he be "effective" when on the defensive? On the offensive?

Explain.

6. If the school, as a social institution, must be kept "loose" in order to react to changing demands, how can organizational stability be maintained?

What does the competent principal do here?

Administrator of Personnel



Area V: Administrator of Personnel

Normally the principal will participate, with due preparation, in the selection and assignment of faculty and staff personnel. In so doing the ethical principal accepts a large measure of responsibility for on-the-job success of such personnel. He will participate with them in a careful program of evaluation of their individual competence and then work diligently to assist each person to reach ever-higher levels of performance in areas of desired competence. He recommends personnel for retention or termination on the basis of more-than-adequate written objective data. He fully recognizes that a recommendation to terminate a staff member is sometimes necessary, but he also acknowledges that a part of such failure is due to his own ineptitude in personnel administration.

In this role, the competent principal:

* Develops skillful techniques related to selecting, assigning, assisting, and evaluating the competence of personnel.

  He utilizes both formal and informal procedures--but these are useful because he establishes appropriate and effective personal and professional relationships.

* Recognizes that self-evaluation carries the greatest promise for engendering productive behavioral change in the individual, thus he gives continuous support and encouragement to this approach.
* Assigns (and reassigns) staff members to positions in harmony with their prior experience, education and demonstrated competence. He believes that preventing a staff member from having to serve in a position where he lacks competence is at least as important to the program's success as the appropriate assignment of personnel. Perhaps even more so.
* Uses the school district's definition of professional competence as the criterion in making his recommendations. If for any reason the district does not have such a definition, he strongly urges and assists in its development and ultimate adoption. This would, of course, include "spelling out" the areas of competence of the principal, as well as those for teachers and others.

Area V: Administrator of Personnel

5.1 Participates in selection and assignment of personnel

5.11 Knows how to obtain and utilize all available information pertinent to personnel selection

5.111 Skillfully compares such information with personal and professional qualities desired and/or required for productive membership

on school staff

5.112 Assigns personnel on basis of training and probable competence

5.113 Attempts to build a balance of abilities, interests and talents within the school staff

5.2 Defines and clarifies responsibilities for all employees--and potential employees

5.21 Maintains accurate and up-to-date position descriptions for all teaching and non-teaching assignments

5.22 Assigns faculty and staff duties and responsibilities clearly and carefully

5.23 Provides a handbook of school policies and practices for use by staff members

5.24 Makes special staff requests or assignments well in advance whenever possible, and in writing as necessary

5.25 Checks to see that responsibilities, once assigned, are carried out

5.3 Handles confidential information ethically and professionally

5.31 Secures confidential papers to assure that they are not available to unauthorized personnel

5.32 Discusses confidential matters only with those appropriately privileged to share them

5.33 Honors staff confidences

5.4 Provides increased time for instructional and administrative staff to study and improve program of education

5.41 Delegates all possible clerical and managerial responsibilities to others (not policy)

5.5 Accepts responsibility for the evaluation of staff competence

5.51 Uses district definition of professional competence as the basic criterion when developing his recommendations for retention or termination

5.52 Recommends retention or termination only after careful and systematic collection and evaluation of objective data

5.521 Recommends for permanent status only those who demonstrate high professional competency and potential

5.53 Documents all recommendations for service extension or termination

5.54 Personally notifies personnel of intention to terminate service, when possible, at least one semester prior to terminal date

5.541 Carefully identifies areas of competence requiring improvement

5.542 Makes specific suggestions aimed at overcoming weaknesses

5.543 Actively works with personnel in a resource-

support role in an effort to facilitate improved professional competence

5.6 Uses systematic and effective evaluation procedures

5.61 Visits classrooms regularly

5.611 In pre-conference ascertains the teacher's instructional objectives for the lesson to be observed

5.612 Demonstrates skill in data collection and other observational techniques

5.613 Discusses data with teacher following observation

5.62 Demonstrates skill in obtaining data relevant to teaching competence through interviews

5.63 Shows skill in conducting evaluation conference

5.631 Enumerates areas of strength and weakness

5.632 Asks appropriate but searching questions

5.633 Demonstrates his own listening skills

5.634 Whenever possible is constructively critical while being positively reassuring

5.64 Fully accepts his share of responsibility for the success or failure of personnel assigned to his school, particularly those who were recommended by him for employment and/or assignment

5.641 Devotes much time and energy to activities conducive to staff improvement

5.65 Arranges to deeply involve staff members in inservice activities leading to more sophisticated skills and procedures in self-evaluation in all areas of teacher competence

Area V: Questions and Problems for Discussion

1. What is expected of the competent principal--in terms of action--in a case where a teacher performs poorly and is willfully uncooperative?
2. What responsibility, if any, does the principal have for the ethical behavior of a teacher?

   If he does possess the privilege or obligation of behavioral censorship, does this extend to out-of-school activities or behavior?
3. How frequently should the principal visit a classroom?

   How long should he stay? What does he do while he is there? Afterwards?
4. Should classroom observations be scheduled?

   If so, how should the schedule be arranged?
5. What arrangements, if any, should be made preceding a classroom visitation by the principal?
6. Is the process of formal evaluation of teaching anathema to, or compatible with, effective supervision? Explain.

Area VI: Member of the Profession of Educational Administration

The principal as a member of a leadership sub-group of a profession recognizes the cumulative potential inherent in the membership, and his own obligation to do his share.

He understands that, while the total society's right to give direction to the schools shall not be questioned, he and his colleagues have an ethical right and responsibility to assist society to determine more precisely what the direction shall be. The hallmarks of his behavior in this role become (a) the practice and support of ethical behavior, (b) willingness to lend support to his profession through his leadership, participation and contributions, and (c) a demonstrated program of professional self-growth which is visibly reflected in the quality of his professional activities.

He recognizes that a basic criterion of any professional is a willingness to place the needs of those he serves first. He will, therefore, never render, or be a party to, any decision which must must be carried out at the expense of children.

The competent principal:

* Displays evidence of continuous personal growth resulting from an organized program of study, plus active participation in conferences and other professional group learning activities.
* Supports his profession by giving generously of his capacities for cooperation and leadership, in addition to financial backing.
* Believes that education is the pre-eminent profession. He diligently works with his colleagues and his community in order that they, too, may be brought to accept this point of view.
* Recognizes his obligation to carry his fair share of the profession's collective responsibility. He maintains membership in organizations serving the full profession. He also actively takes part in one or more organizations which represent his special interests.
* Develops his speaking and writing skills and uses them to share his professional thoughts, findings, and convictions. In such activities he consistently demonstrates his own appreciation of the social importance of the profession.
* Supports the goal of a dynamic program of accreditation and certification, while he is actively engaged in giving leadership to inservice education activities, and contributing to the improvement of preservice education. He is by example a continuing learner and teacher.

* Is exemplary in his practice of the adopted code of professional ethics; in addition, he strongly urges adherence by others. He believes that one criterion of a profession is a code of ethics which is widely adhered to, and enforced where necessary.

Area VI: Member of the Profession of Educational Administration

6.1 Contributes to his profession through its organizations

6.11 Is an active member of organizations serving his profession

6.111 Is a participating and contributing member of one or more of these organizations

6.112 Is active in at least one organization representing his special interests or assignment

6.12 Takes an active part in the formulation of organizational policies

6.121 Supports policies once adopted until they are changed by the democratic process

6.13 Actively supports legislative programs to improve the social and economic status of his profession

6.2 Demonstrates an appreciation of the social importance of the profession

6.21 Renders service to society beyond that for which he was contracted

6.22 Contributes to the honor and prestige of the profession by his personal conduct

6.23 Actively seeks to upgrade professional standards through selective recruitment and retention programs

6.24 At every opportunity interprets to the public the goals and practices of the profession

6.3 Contributes to the development of professional standards

6.31 Is active in the development of professional standards

6.32 Is exemplary in his practice of the adopted professional codes of ethics

6.33 Helps to upgrade the standards of professional behavior by urging adherence to the codes of ethics

6.34 Recognizes the need for, and gives support to, a dynamic system of certification and accreditation

6.35 Is actively engaged in the improvement of preservice and inservice educational activities

6.4 Assumes personal responsibility for his own professional development

6.41 Develops and applies the most effective administrative and supervisory procedures and practices

6.42 Keeps informed on current trends and practices in his field through an organized program of reading of professional literature

6.43 Participates in conferences and other organized group activities dealing with professional problems and makes formal contributions

6.44 Continues his education through selected academic, cultural and other enriching experiences

6.5 Develops and practices a philosophy which is critically and continually revised to meet the ever-changing demands of education and needs of students

6.51 Identifies and clarifies the philosophical assumptions underlying various and conflicting policies for his work (in the many roles) and professional practice

6.52 Utilizes his philosophical views to assist him in making systematic, consistent decisions affecting educational policies and practices

6.6 Encourages the staff to develop, pursue and continually evaluate its major educational goals and specific objectives

6.61 Challenges staff to reconcile its practices and procedures with its stated philosophy of education

Area VI: Questions and Problems for Discussion

1. What is the difference between power and authority, particularly as these relate (a) to the principalship?

   (b) to your concept of educational leadership?

2. Will the prestige and importance of the principalship rise or fall in the foreseeable future?

   What factors will be decisive in the process?

3. Discuss the nature and scope of the competent principal's

contributions to the profession of educational administration.

4. In your opinion, what is the present status of the social importance of the profession of educational administration?

   Do you believe that it should be different?

   If so, in what ways?

   Why?

5. How does the principal participate in the development of standards for his profession?

   What about ethics?

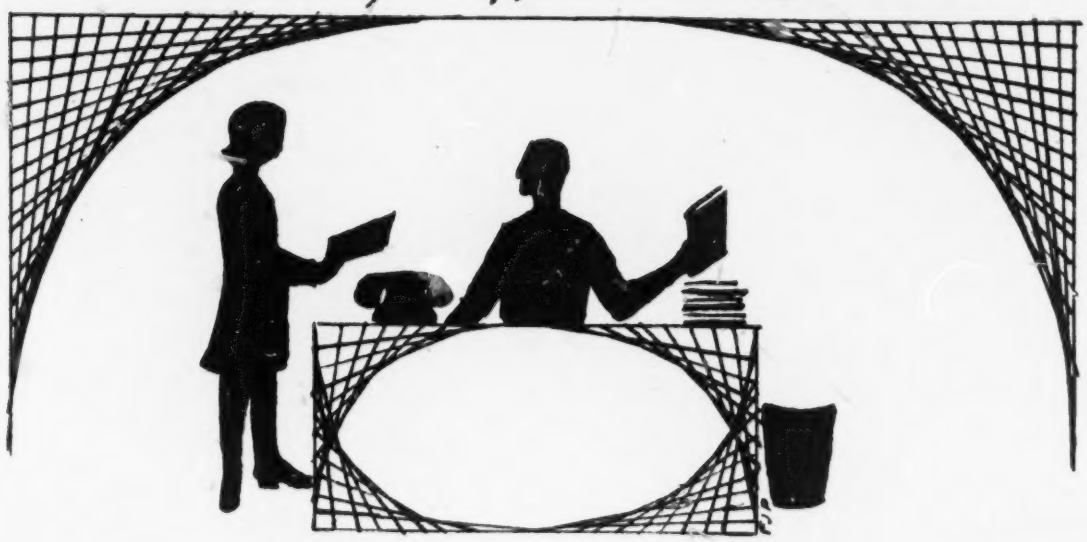
   What about enforcement of a code?

6. In what specific ways does the competent principal challenge his staff to develop an educational philosophy?

   How does he challenge his staff members to reconcile their practices with their stated philosophies of education?

7. What constitutes an acceptable program of personal professional growth for the competent principal?

Director of Support Management



Area VII: Director of Support Management

The principal carries the responsibility for providing for efficient operation of the school plant to which he has been assigned. Utilization, maintenance and improvement of the physical plant, as well as problems of logistics and clerical support, all fall under this responsibility.

The competent principal, while retaining the responsibility for making basic (policy) decisions, will strive to delegate other tasks to others--who can frequently handle them better (and cheaper). In refusing to administer "administrivia," he provides himself with time to devote to more creative and professional role function.

The principal who devotes the bulk of his time to minutia probably either finds personal security in doing so, or is one whose administrative skills leave much to be desired. The competent principal will use his technical, human, conceptual and administrative skills to gain freedom to devote most of his time to developing ways and means for strengthening, enriching and otherwise improving the school's program of learning and instruction. He will devote his

energies and expertise to the efficient achievement of predetermined institutional goals. He would rarely be found waiting for problems to seek him.

Area VII: Director of Support Management

7.1 Assumes management responsibilities for school plant, facilities and equipment

7.11 Achieves efficient and effective utilization of the physical environment

7.12 Regularly checks quality of plant maintenance and work performance of maintenance personnel

7.13 Initiates modifications intended to improve the educational environment

7.14 Operates plant and facilities within budgetary limits

7.15 Ensures availability, when needed, of appropriate educational supplies and equipment for students and staff

7.16 Oversees food services program (when available)

7.2 Assumes responsibility for the development and/or completion of reports, records and written communications desired or required to facilitate the work of the school and school district

7.21 Initiates effective communication of school needs to district office

7.3 Assumes responsibility for development and implementation

of necessary schedules involving students, staff, community facilities, equipment

7.31 Places instructional uses first, but invites and encourages community use of school facilities consistent with district policy

7.4 Understands and accepts scope of authority

7.41 Clearly understands and supports policies, rules and regulations adopted by the district governing board

7.42 Enforces legal provisions of the state's education code

7.43 Cooperates with community regulatory bodies in the public interest, and for safe and effective school operation

7.44 Understands and supports the relationship of the local school to the total school district's operation

7.45 Consults with district administration concerning proposed programs or activities not covered by district policy

7.5 Makes decisions, involving faculty members and/or other staff personnel, where appropriate

7.51 Stays abreast of recommended practices as revealed by research

7.52 Uses "what is best for the children" and district policy as bases for his decisions

7.53 Avoids favoritism in decision making whether applicable to individuals or groups

7.54 Establishes and maintains a reputation for consistency in decision making

Area VII: Questions and Problems for Discussion

1. The principal is held responsible for the entire operation of his school. Under such circumstances, how can he afford to share his duties and responsibilities with others?
2. How does the principal go about deciding when others shall share in decisions?

   What happens (or should) when recommended group decisions are perceived by the principal as being inappropriate or less than adequate?
3. What relationships, if any, exist between evaluation, on the one hand, and policy making and educational planning on the other?

   Do all members of your discussion group agree?

   If not, why not?
4. If the school, as a social institution, must be kept "loose" in order to react to changing demands, how can organizational stability be maintained?
5. What would you do, as a principal, in a situation where your personal concern for educating children is in conflict with a teacher's (or faculty's) way of doing things?

6. What is the difference between power and authority, particularly as these relate (a) to the principalship?

   (b) to your concept of educational leadership?

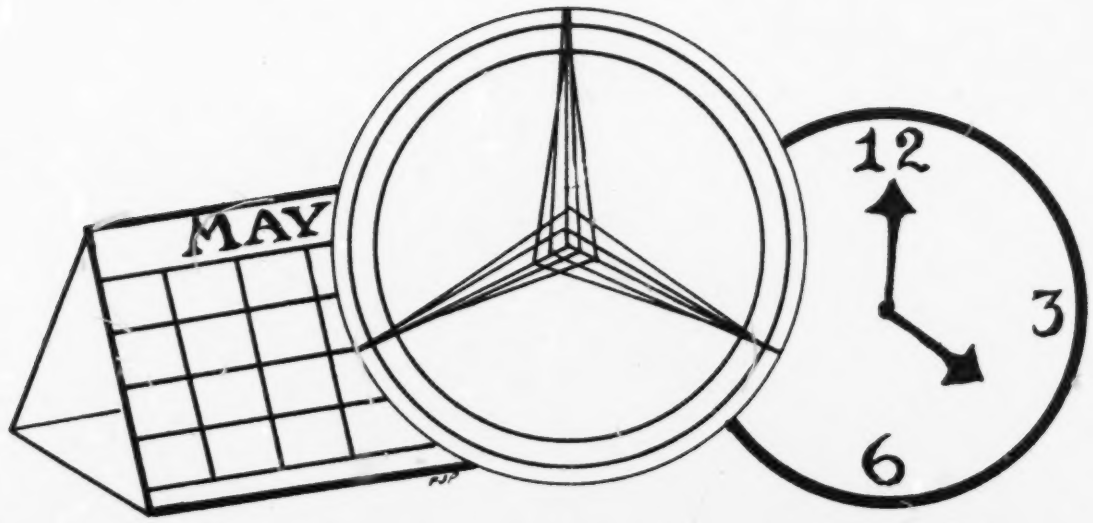
7. What are the primary considerations in the adaptation, use and care of a school plant?

8. Is school "discipline" primarily a managerial responsibility? Why? (Do discuss at length.)

9. How much time does the principal spend serving the demands of Area VII?

   What percentage of his time should be expended in other areas of competence?

   In other words, how should the principal's time be divided among the respective areas?



Crucial Decisions - Allocating Time and Energy

The Crucial Decisions: Allocating Energy and
Time to the Respective Areas of Competence

After having studied the descriptions and analyses of the seven areas of competence the reader, particularly if he is a school principal, would probably agree that all listed responsibilities must, indeed, be assumed. However, the principal is requested to realistically reflect on his past performance to ascertain whether he has followed a planned course of action to achieve predetermined institutional and professional goals--or whether he has permitted the situation to dictate how he has spent his time. In other words, has he operated on the basis of personal and professional plans and decisions? Or has he operated on the basis of expediency? These questions have scarcely been asked and rarely answered in either the literature or in professional forums. They need to be answered now.

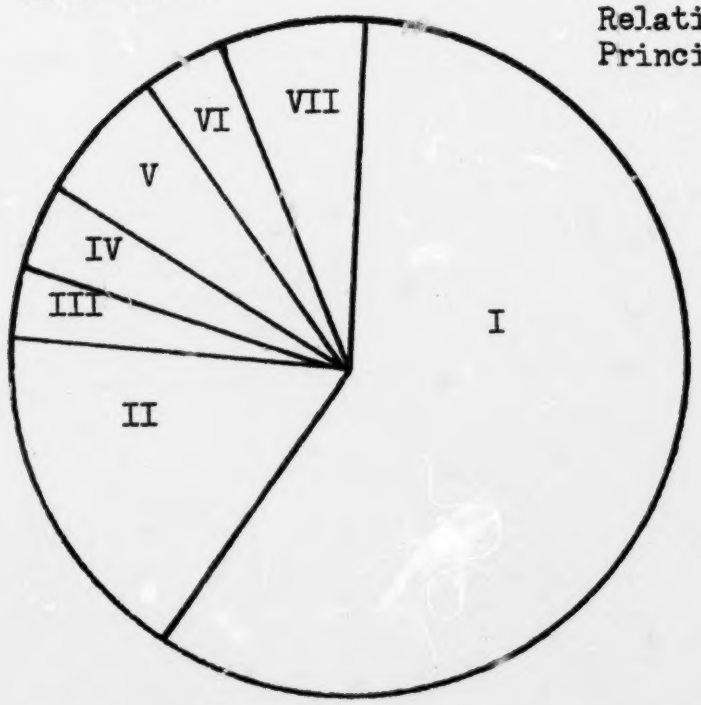
It is not enough for the principal to verbalize a desire to allocate his time one way, and then either justify, or apologize for, spending it in other ways. He (and members of his profession) must finally come to grips with this decision. Either he must choose to

become an instructional leader or a full-time professional school manager. At the present time he is, with few exceptions, neither. In either case, a great deal of reeducation and training will be required. He is probably better prepared for further development as an instructional leader than for professional management. After all, professional management requires many skills, including systems analysis training, and demands a self-discipline which would preclude having to deal with minutia.

In either case, such a principal would be available only by appointment, except in bona fide emergencies. Like leaders in other professions, he would have his work carefully scheduled in order to ensure maximum productivity in terms of personal and institutional efficiency, with full accountability.

Circle graphs might be used to illustrate the point.

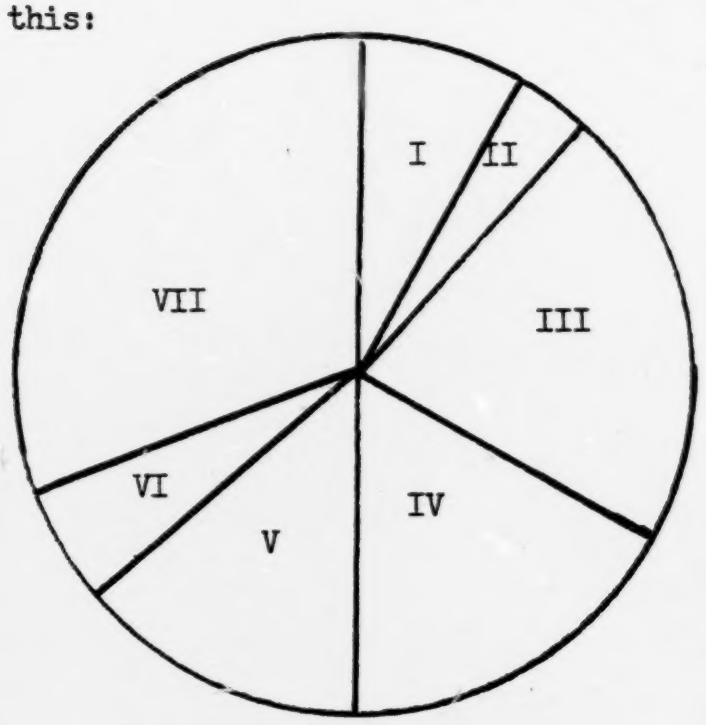
An instructional leader-oriented principal's graph might look like this:



Relative Distribution of the School Principal's Time, Energy and Expertise

(Numbers refer to Areas of Competence:
I - Leader & Dir. of Educ. Program
II - Coord. of Guidance & Spec. Educ. Services
III - Member of Dist. & School Staff
IV - Link Between Community & School
V - Admin. of Personnel
VI - Member of Profession of Educ. Admin.
VII - Dir. of Support Management)

A professional manager's graph might appear something like this:



It becomes obvious to the sophisticated observer that the whole matter of deciding how the principal spends his time and energies is indeed crucial to the future of the school principalship. It is also obvious that it will avail little to verbalize intentions with respect to the principal's future allocation of his time and energy unless specific procedures are adopted to enable him to verify the accuracy of his perceptions regarding such time expenditure.

Lastly, instruments and procedures are required to permit him to realistically and objectively determine the degree to which he is able to achieve productive success in the respective areas of competence assumed by him.

* Please see page 75 for one suggested approach to realistic appraisal of time expenditure.

The IOTA WORKSHOP and The IOTA Instrument

For schools of school districts seriously interested in improving their instructional practices and programs, the IOTA Workshop approach is suggested.

The workshop itself is an "experience" having dramatic impact in a number of ways:

1. Participants, including teachers, administrators, board members and others* develop a common frame of reference regarding teaching competence.
2. The "Whole Teacher" is studied in a manner akin to prior studies of the "whole child".
3. Participants find new avenues of communication opening between them, thus greatly enhancing teamwork and mutual respect.
4. Workshop activities include many having immediate application in the school. Activities include: film training and interview training using IOTA (Instrument for the Observation of Teaching Activities). Other activities include scale-building exercises, "gaming" techniques, role playing, "live" classroom observation, and the application of group dynamics techniques to improve learning.

   In short, participants receive:

   A. An understanding of IOTA Instrument, plus training in its use for personal professional improvement, as well as the promotion of total faculty competence,

*Interested community representatives also benefit from, and enrich the workshop.

B. A unique workshop experience that facilitates voluntary behavior change in the direction of more competent teaching and other educational activities.

Note: The IOTA Instrument and training program serves as a means of helping teachers and administrators to pursue an objective program of cooperative self-evaluation of their own professional activities. IOTA's basic purpose is to assist school personnel to improve their instructional practice through voluntary, personal behavioral change in the direction of improved competence as "spelled out" in The Teacher In Society - Six Areas of Competence.[8]

A WORKSHOP FOR ADMINISTRATORS. A similar workshop especially designed for administrators, primarily principals, is also available using Guidelines For Evaluation: The School Principalship - Seven Areas of Competence as a basic definition or "criterion." (See pages 73-74)

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[8]The Teacher In Society: Six Areas of Competence, National IOTA Council. (Available at University Book Store, Arizona State University, Tempe, Arizona 85281 (Single copies $1.50 plus $.04 tax of 10 or more $1.25 plus 4% tax)

A Suggested Plan For a Workshop To Develop Instruments and Procedures For The Evaluation of The Principal's Competence

I. Primary Aim of the Workshop: To help the school principal to improve his competence through self-evaluation and voluntary behavioral change

II. Sequence of Workshop Activities:

A. Participants reach consensus regarding the basic areas of competence of the school principal (i.e. develop the definition)

1. Describe them
2. Analyze them
3. "Weight them in terms of desired allocation of the the principal's time, energies and expertise

B. Identify those areas and/or sub-areas which lend themselves to:

1. Direct observation for purposes of objective data collection
2. Direct interview for purposes of verifiable data collection
3. A combination of 1 and 2 above
4. Other forms of objective investigation

C. Identify items within the definition to be used as bases in developing observational and/or interview scales--similar to the IOTA Instrument*

D. Develop appropriate forms** for recording data for use in "scoring" when comparing data with related scales in the new instrument

III. Appoint "Task force" committees (A.B.C.):

A. To develop a proposed plan for implementing specific follow-up procedures

1. Overall guidelines, including:
   - Who will be involved?
   - Specific procedures to be implemented
   - When and where does what happen?
   - Rationale underlying the project
   - Plans for reevaluation of the program, including both materials and procedures, as well as possible additional professional training for participants, etc.

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* See brief description elsewhere in the booklet; consult table of contents.

** At least three such forms are forseen: (1) observation scales, (2) interview scales, (3) summary and profile sheets

B. To edit and publish the initial (and any succeeding) document related to the total project

C. To develop a proposed plan for a system of reporting the origin, development and progress of the total project

- to the district administration
- to the board of trustees
- to the school staff
- to the school community
- to the professional community

WHERE DOES THE TIME GO?

Try this experiment. Keep a record of your activities during one school day, using the chart below. At the end of the day, or the morning after, evaluate what you have done. Ask yourself: Was the day productive? Was any of it wasted? Did I concentrate on activities worthy of a school leader?

Make copies of the chart, and repeat this simple experiment as often as you wish--perhaps every day for a week, or at least once a week for three or four weeks. When you have a number of the charts filled out, check them through and compare them, during some quiet half hour.

This time-testing device may help you make distinctions between your essential and less essential activities and those which might be carried on by someone else. Through its use you may discover those extra hours in the day that you have been longing for.

An evaluation of the activities carried on during _____
(day and date)

WHAT I DID List the five or six major activities which took most of your day:	WAS THE ACTIVITY ESSENTIAL?	COULD IT HAVE BEEN DELEGATED?
1.	1. Yes___ No___ Reason:	1. Yes___ No___ If yes, to whom:
2.	2. Yes___ No___ Reason:	2. Yes___ No___ If yes, to whom:
3.	3. Yes___ No___ Reason:	3. Yes___ No___ If yes, to whom:
4.	4. Yes___ No___ Reason:	4. Yes___ No___ If yes, to whom:
5.	5. Yes___ No___ Reason:	5. Yes___ No___ If yes, to whom:
6.	6. Yes___ No___ Reason:	6. Yes___ No___ If yes, to whom:
What minor puttering jobs took time during the day?	Were they all essential? Which could be cut out?	Could any be delegated? Which ones?

Total evaluation of day: Write here your impression of the day as a whole.

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